

Special educational needs

Using a framework to plan for adjustments

Background

Please read this resource in conjunction with the Queensland Studies Authority (QSA) *Inclusive strategies* documents.

Adjustments to assessment practices, processes and tasks for students with disability and diverse learning needs should be planned and made available. It is critical that consultation happens at the beginning of the curriculum planning process so that adjustments are incorporated into the entire teaching, learning and assessment cycle.

This information on planning for adjustments uses the *KISS* planning framework:

- K — Know and do
- I — Interactions
- S — Situation
- S — Success

If adjustments are required, the planning of any necessary adjustments needs to happen in consultation with specialist staff (e.g. special education staff, therapists), other relevant teachers, the student and the caregiver (where appropriate).

Planning for adjustments

KISS framework	Focus	Ask
What does the student need to know and do ?	<p>Focus on the learning that is relevant to meet the student's needs.</p> <p>Focus on using students' interests and what they can already do.</p>	<ul style="list-style-type: none">• Where is the student expected to function in their family, community and the world?• How can the learning be organised to reduce the cognitive load?• Is this learning age-relevant?• Is this learning relevant and useful to students?• To what extent can the students be involved in the planning process?• To what extent will the topic engage the students?• What can they already do that can support new learning? OR How does this learning connect with prior learning?• How will the activities progress student learning?• Have I asked the student what they would like to know and do?• Does the student need/want an outline of the learning process?

	<p>Focus on the “big picture” (conceptual understanding) rather than the “bits” (recall of facts).</p> <p>Focus on the resources.</p>	<ul style="list-style-type: none"> • What are the possible ways of presenting this learning? • Is it better to focus on a few concepts rather than many discrete facts/parts? • How can the learning be connected for ease of understanding? OR How can the learning be chunked into manageable sections without losing the meaning? • What other ways can the student work through this unit? • What ways can students be encouraged to think? • Would it be better to present the learning through a familiar context? • Can the task be presented in a simpler way? • Could colour coding and/or familiar icons help the learner? • Should different representations be used? (combine and/or substitute written representations with manipulative equipment, different font size) • Does the work within the activity need to be organised into sections or parts? • Can more familiar materials be used instead of new materials that will require different skills?
<p>What interactions are required?</p>	<p>Focus on interactions that will support learning.</p> <p>Focus on who will be the most appropriate person to work with the student.</p> <p>Focus on what people should say.</p>	<ul style="list-style-type: none"> • When will the teacher initiate communication with the student? • When will the student initiate communication with other students? • When will the student initiate communication with the teacher, teacher aide or volunteer or be required to communicate with the teacher? • Who should be asked to support the learning? <ul style="list-style-type: none"> – familiar person – someone who is easy to understand – someone from the same gender • Who would the student prefer to work with? <ul style="list-style-type: none"> – circle of friends – special interest companion – travel companion • What are the meanings you want the students to make? <ul style="list-style-type: none"> – encouraging thinking – making connections with prior learning – expectations of learning – feedback for learning • What words/instructions/explanations do you need to make the meaning clear? <ul style="list-style-type: none"> – the structure of the sentences – the level of difficulty of the questions – the combination of the level of difficulty of the ideas and the way they are expressed • In what ways can you increase the complexity of messages?

<p>What is the situation in which the learning will take place?</p>	<p>Focus on using situations that will support learning.</p> <p>Focus on anticipating students' responses to different situations.</p>	<ul style="list-style-type: none"> • Which situations allow students to learn? • How can the situation be adjusted, if necessary, to allow access to learning? • To what extent is it possible to select an alternative situation? • What are the key elements in the situation that the student may respond to: <ul style="list-style-type: none"> – environmental conditions: natural and man-made • How will the student respond in different situations? <ul style="list-style-type: none"> – behaviour – attention to task – learning outcomes.
<p>How will the success in learning be determined?</p>	<p>Focus on providing alternative ways for students to demonstrate their learning.</p> <p>Focus on connecting assessment with learning and teaching.</p> <p>Focus on informing the student about assessment for learning.</p> <p>Focus on informing the student about assessment of learning.</p>	<ul style="list-style-type: none"> • What other ways can the student demonstrate their learning? <ul style="list-style-type: none"> – verbal, written, electronic, physical, visual • How can the assessment be designed in smaller chunks so evidence can be gathered and aggregated during the unit of work? • How can the student be informed of the expectations for learning? • What feedback will be provided to progress learning (assessment for learning)? • What is the focus of what the student needs to know and do? • What is important to provide feedback on, at this point in time? <ul style="list-style-type: none"> – chunks of the task that connect clearly to the “big picture” – presentation style to improve others' understanding – deepening the understanding of the concept, process or strategy • What key messages will progress learning towards that focus? • What ways can the student be informed of expectations for learning? • When will be the best time to inform the student of expectation for learning? <ul style="list-style-type: none"> – at the beginning of the unit – at the beginning of each lesson – prior to assessment tasks.